

# ANNUAL REPORT

OF THE

FINANCIAL AFFAIRS

OF THE

# TOWN OF MELROSE,

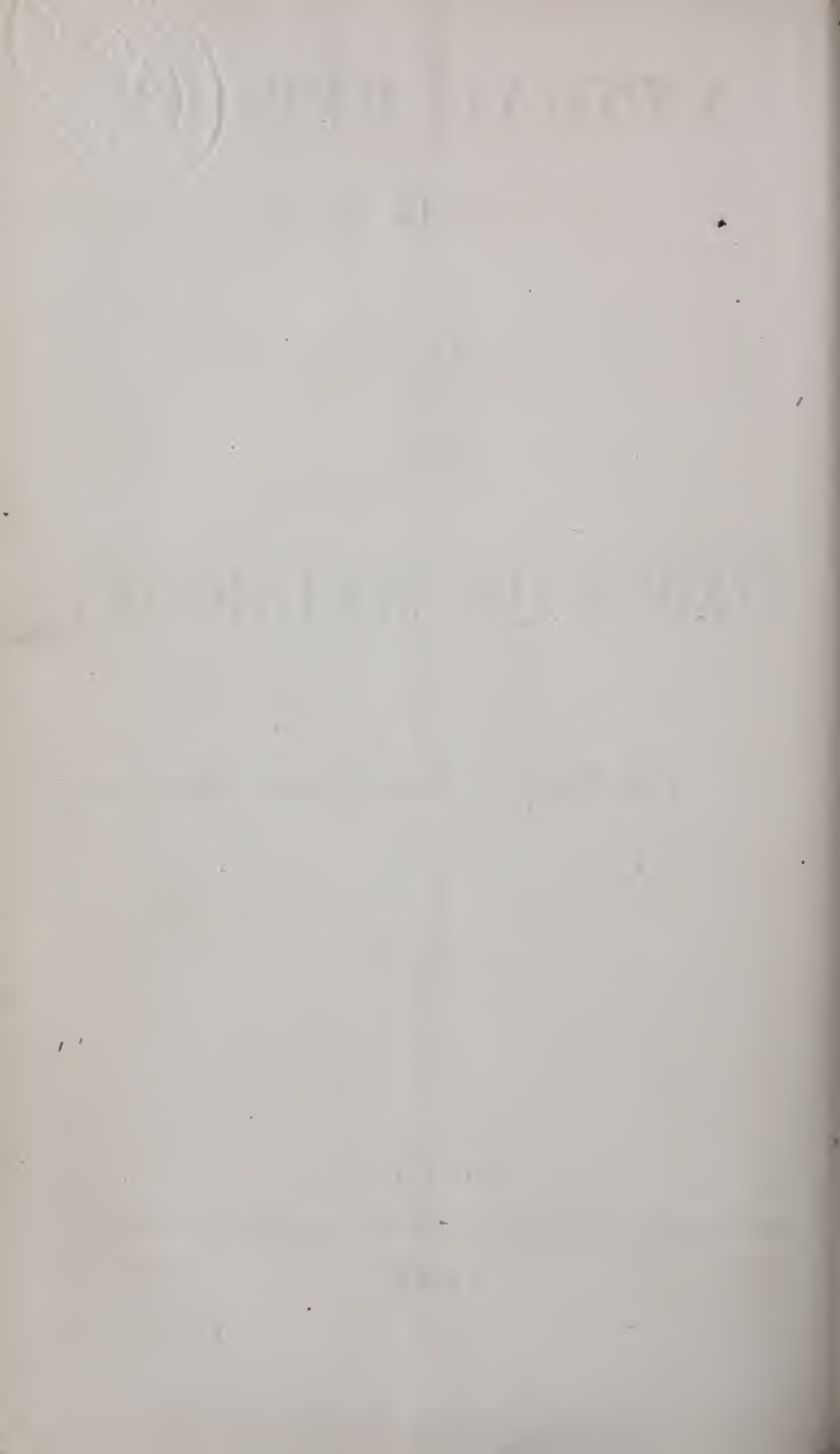
From March 2, 1863, to March 1, 1864.

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BOSTON:

McINTIRE & MOULTON, PRINTERS, 42 CONGRESS STREET.

1864.



# REPORT.



## TREASURER'S ACCOUNT.

	<i>Dr.</i>
To Cash on hand, March 2, 1863, . . . .	\$ 1,690 44
“ of State, reimbursement of bounty, . .	12,100 00
“ “ “ “ of State aid to families, . . . .	4,000 00
“ of Malden Bank, . . . .	5,000 00
“ “ Blackstone Bank, . . . .	1,500 00
“ “ J. M. Everett, . . . .	4,000 00
“ “ State, School Fund, . . . .	107 22
“ for support of poor, cemetery lots, &c., .	1,152 88
“ of George Newhall, Collector, . . . .	21,507 68
	<hr/>
	\$ 51,058 22
	<i>Cr.</i>
By Paid Orders of Town Clerk, . . . .	\$ 18,331 60
“ Town Debt, . . . .	15,160 00
“ State Tax, Bounties, . . . .	5,500 00
“ “ Aid to families, &c., . . . .	3,864 00
“ Interest, . . . .	3,573 29
“ Recruiting, . . . .	3,000 00
“ Boston Journal, advertising, . . . .	3 50
“ Boston Post, “ . . . .	4 38
“ Daily Advertiser, “ . . . .	4 38
“ Printing Bonds, . . . .	13 50
“ “ Notices, . . . .	1 00
“ Notices to Banks, . . . .	2 00
“ Malden Bridge, . . . .	43 75
By balance on hand, March 1st, 1864, . . . .	1,556 82
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	\$ 51,058 22

## COLLECTOR'S ACCOUNT.

*Dr.*

To Taxes, uncollected, March 2d, 1863, . . .	\$ 1,832 33
“ committed, for 1863, . . .	25,059 81
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	\$ 26,892 14

*Cr.*

By Cash paid C. Howard, Town Treasurer, . . .	\$ 21,507 68
“ “ Amos Stone, County “ . . .	1,190 81
By Amount discounted, . . . . .	872 66
“ abated, . . . . .	200 46
“ uncollected, . . . . .	3,120 53
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	\$ 26,892 14

## RECEIPTS INTO THE TREASURY.

City of Charlestown, support of poor, . . .	\$ 240 83
“ Boston, “ “ . . .	50 00
Town of South Reading, “ “ . . .	7 00
“ Danvers, “ “ . . .	282 66
County of Middlesex, . . . . .	40 00
“ “ Interest, . . . . .	12 39
Dog tax, 1862, . . . . .	125 00
B. Upham, hay, . . . . .	10 00
B. F. Cannon, cemetery lot, . . . . .	40 00
Small & Mead, “ . . . . .	40 00
W. J. Farnsworth, “ . . . . .	110 00
Betsey Boardman & Stockbridge, cemetery lot, . . .	25 00
Fountain & Sumner, cemetery lot, . . . . .	40 00
Mr. Forbes, “ . . . . .	20 00
James Parry, “ . . . . .	20 00
W. S. Baxter, “ . . . . .	20 00
E. O. Phinney & Dyer, “ . . . . .	30 00
H. B. Atkins, “ . . . . .	25 00
Mr. Norton, “ . . . . .	10 00
Mrs. Hyatt, “ . . . . .	5 00
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	\$ 1,152 88

## INTEREST.

Benj. Boardman, . . . . .	\$ 6 00
Benj. Wilson, . . . . .	60 00
Henry Bancroft, . . . . .	120 00
Aaron Greene, . . . . .	30 00
Mount Vernon Bank, . . . . .	1,375 00
H. Temple, . . . . .	275 00
Sarah Larabee, . . . . .	30 00
Addison Gilbert, . . . . .	120 00
Dole & Phelps, . . . . .	138 00
Safety Fund Bank, . . . . .	94 50
South Reading Bank, . . . . .	123 17
Blackstone Bank, . . . . .	99 25
Lowell Savings Bank, . . . . .	91 50
Neponset Bank, . . . . .	74 50
Timothy Fletcher, . . . . .	180 00
Timothy Corey, . . . . .	112 00
J. M. Everett, . . . . .	141 00
Malden Savings Bank, . . . . .	495 00
Lydia Emerson, . . . . .	8 37
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	\$ 3,573 29

## TOWN DEBT PAID.

Safety Fund Bank, . . . . .	\$ 7,000 00
Addison Gilbert, . . . . .	4,000 00
Lowell Institute, . . . . .	3,000 00
Blackstone Bank, . . . . .	1,000 00
Lydia Emerson, . . . . .	160 00
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	\$ 15,160 00

## SCHOOLS.

## SALARIES OF TEACHERS.

Miss M. M. Gilman, . . . . .	\$ 181 50
" L. A. Chase, . . . . .	220 00
" M. A. Skinner, . . . . .	126 50
" M. A. Forrester, . . . . .	154 00
" H. A. Norris, . . . . .	154 00
" Jennie L. Crie, . . . . .	240 00
" Z. A. M. Noyes, . . . . .	102 00
" P. A. Norris, . . . . .	45 50
" M. E. Putnam, . . . . .	236 50
" Kate E. Coburn, . . . . .	260 00
" Annie B. Lord, . . . . .	149 50
" Anna M. Brown, . . . . .	93 50
" G. F. Treadwell, . . . . .	154 00
" M. L. Charles, . . . . .	66 00
" Sarah E. Pratt, . . . . .	66 00
Mr. E. Parker, Jr., . . . . .	525 00
" A. C. Fish, . . . . .	175 00
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	\$ 2,949 00

## FUEL.

W. J. Farnsworth, wood, . . . . .	\$ 6 00
George Lynde, " . . . . .	5 25
John Smith, " and coal, . . . . .	28 75
Orne Upham, " . . . . .	2 00
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	\$ 42 00

## CONTINGENTS.

Charles Howard, care of rooms, . . . . .	\$ 180 92
Ai Roe, " " . . . . .	44 43
Joseph Simonds, " " . . . . .	60 10
Walter R. Collins, stock and labor, . . . . .	18 05
James Forbes, housing coal, . . . . .	1 87
Lawrence, Wilde & Hull, window shades, . . . . .	25 75
J. C. Howes, stoves and repairs, . . . . .	131 52

E. Parker, Jr., books, . . . . .	\$ 18 75
Prentiss & Deland, printing, . . . . .	18 00
Daniel Wetherbee, glass and setting, . . . . .	2 63
Buttrick & Bartlett, desk, . . . . .	3 25
M. Eastman, express, . . . . .	4 76
P. A. Norris, books, . . . . .	2 48
Henry Eaton, labor, . . . . .	6 00
E. Paul, glass and painting, . . . . .	10 10
T. McCoubry, iron work, . . . . .	3 92
Thomas J. Shelton, repairing pump, &c., . . . . .	29 38
Charles H. Isburgh, " . . . . .	24 65
Charles H. Isburgh, School Committee, 1862, . . . . .	25 00
T. N. Upham, care of rooms, . . . . .	27 75
W. A. Remick, slating black boards, . . . . .	14 19
D. R. Woodward, addition to High School, &c., . . . . .	418 54
S. S. Bugbee, supplies, . . . . .	3 53
E. F. Barron, care of rooms, . . . . .	27 72
Heath & Lamkin, rent, . . . . .	23 44
Dexter Pratt, stock and labor, . . . . .	5 22
Mary Ware, books, . . . . .	19 81
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	\$ 1,151 76

### RECAPITULATION.

Salaries of teachers, . . . . .	\$ 2,949 00
Fuel, . . . . .	42 00
Contingents, . . . . .	1,151 76
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	\$ 4,142 76

### HIGHWAY.

P. R. Ellis, labor and disbursements, . . . . .	\$ 887 60
T. McCoubry, iron work, . . . . .	22 31
P. Conway, labor, . . . . .	21 00
T. A. Long, gravel, . . . . .	16 70
E. B. Southwick, labor and disbursements, . . . . .	797 98
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	\$ 1,745 59



## FIRE DEPARTMENT.

Shelton & Cheever, oil, . . . . .	\$ 3 75
John Thompson, care of engine, . . . . .	30 00
S. S. Bugbee, supplies, . . . . .	7 50
T. McCoubry, iron work, . . . . .	1 75
S. A. Robinson, care of engine, . . . . .	10 00
T. A. Long, sponges, . . . . .	1 00
George Lynde, coal, . . . . .	11 50
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	\$ 65 50

## POOR.

W. W. Vaughn, groceries, . . . . .	\$ 52 83
Bridget Burns, lodging travellers, . . . . .	22 50
S. S. Bugbee, groceries, . . . . .	436 36
Bugbee & Barrett, groceries, . . . . .	139 00
B. R. Upham, milk, . . . . .	48 15
Mrs. C. Richardson, care of poor, . . . . .	157 74
J. G. Emerson, provisions, . . . . .	54 38
C. Sprague, care of poor, . . . . .	114 50
Wm. Pierce, " . . . . .	73 90
W. B. Burgess, Overseer, 1862, . . . . .	20 00
W. B. Burgess, disbursements, . . . . .	52 00
Mary Ware, dry goods, . . . . .	4 94
H. A. Leonard, dry goods, . . . . .	23 91
Betsey W. Slocomb, care of poor, . . . . .	65 00
E. R. Knights, medicines, . . . . .	72 57
John H. Clark, Overseer, 1862, . . . . .	20 00
John H. Clark, disbursements, . . . . .	6 54
Overseers of Poor, orders, . . . . .	12 00
W. J. Farnsworth, wood, . . . . .	7 50
H. Whitney, groceries, . . . . .	33 02
George F. Boardman, rent, . . . . .	10 00
George Lynde, fuel, . . . . .	34 12
Town of Woburn, support of poor, . . . . .	94 50



E. W. Cobb, fuel, . . . . .	\$ 15 25
C. G. Howard, groceries, . . . . .	51 25
Moses Parker, medical services, . . . . .	44 00
John Smith, coal and wood, . . . . .	46 89
S. F. Barrett, R. R. tickets, . . . . .	4 13
B. F. Abbott, medical services, . . . . .	23 00
Peter Green, care of poor, . . . . .	52 00
Wm. Lynde, 2d, fuel, . . . . .	4 00
G. W. Bartlett, horse hire, . . . . .	7 00
C. Pratt, fuel, . . . . .	3 25
J. F. Wakefield, medical services, . . . . .	13 00
John Lynde, milk, . . . . .	3 49
N. French, medical services, . . . . .	39 00
George Newhall, shoes, &c., . . . . .	44 68
G. M. Fletcher, services as Overseer, 1863, . . . . .	20 00
G. M. Fletcher, disbursements, . . . . .	9 88
Caleb Howard, care of poor, . . . . .	84 00
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	\$ 2,020 28

## CONTINGENT.

Guiding Star Lodge, rent, . . . . .	\$ 20 00
Willard Everett & Co., table, . . . . .	13 50
A. F. Shelton, repairing pump, . . . . .	11 25
Endeavor Engine Co., pay of 36 members to May, 1863, . . . . .	180 00
R. R. Barter, painting, . . . . .	38 30
Ai Roe, services as Constable, &c., 1863, . . . . .	66 00
E. R. Knights, services as Town Clerk, 1863, . . . . .	30 00
E. R. Knights, extra " " &c., 1863, . . . . .	86 70
W. B. Burgess, services as Selectman, on Military, &c., 1862, . . . . .	175 00
W. B. Burgess, services on Military, 1863, . . . . .	50 00
John H. Clark, services as Selectman, on Military, &c., 1862, . . . . .	155 00
W. W. Vaughn, Fluid for Engine Co., . . . . .	92

John E. Stilphen, tax refunded, . . . .	\$ 2 28
Samuel Ellison, Fire Ward, } . . . .	
Dexter Pratt, " } . . . .	
Thomas A. Long, " } . . . .	25 00
Henry B. Newhall, " } . . . .	
Geo. W. Bartlett, " } . . . .	
Thomas B. Stantial, tax refunded, . . . .	2 28
W. J. Farnsworth, rent of lock-up, 1862, . . . .	18 00
George Simonds, supplies for Engine Co. . . .	6 05
J. E. Farwell & Co., printing school report, &c., . .	38 18
S. O. Dearborn, services as Auditor, 1862-63, . .	20 00
P. B. Holmes, " " " . . . .	20 00
J. R. Norton, " " 1863, . . . .	10 00
Malden & Melrose Gas Co., gas for Engine Co., . .	9 60
H. A. Norris, brokerage on loan, for bounty and other purposes, 1862, . . . .	150 00
McIntire & Moulton, printing report, 1863, . . .	28 00
Charles Robinson, Jr., } referees in drainage cases, 100 00	
Paul Adams, } referees in drainage cases, 100 00	
John B. Dearborn, } referees in drainage cases, 100 00	
Jonathan Cochran, making out deeds, &c., . . . .	16 50
S. Severy, balance of salary as Liquor Agent, 1862-63, . . . .	19 68
N. Howard, labor in cemetery, &c., . . . .	85 97
E. P. Nevins, services as Assessor, 1863, . . . .	78 25
Stephen Shelton, " " " . . . .	55 50
H. E. Trowbridge, " School Committee, 1862, . . .	25 00
Joseph Wood, rent of hall, . . . .	36 00
Prentiss & Deland, printing, . . . .	56 75
Daniel Wetherbee, painting guide-board, . . . .	2 50
E. Riddle, harness, . . . .	40 00
S. Ellison, services as Policeman, &c., . . . .	45 25
S. Ellison, refreshment to Patrolmen, . . . .	13 60
John Thompson, care of room for Town Officers, . .	12 00
W. C. Farnsworth, legal services, 1862, . . . .	5 00
Charles Howard, services on police, . . . .	3 00
Commonwealth, bounty record book, . . . .	8 67

G. M. Fletcher, services as Assessor, 1863, . . .	\$ 77 50
G. M. Fletcher, care of town clock, . . .	20 00
A. W. Haskell, printing, . . . . .	9 50
D. R. Woodward, stock and labor at cemetery, .	7 00
E. E. Burdett, services on Police, . . . . .	2 00
T. A. Long, " " . . . . .	15 00
Buttrick & Bartlett, express and teams, . . .	12 75
H. B. Newhall, services on Police, . . . . .	10 00
Internal Revenue, Liquor Agent's license, . . .	20 00
T. J. Shelton, repairing pump, . . . . .	3 00
C. H. Isburgh, land taken on Laurel Street, 1860,	15 00
Thomas Shelton, perambulating town lines, . .	1 50
John R. Jordan, stone for culverts, . . . . .	91 00
Heath & Lamkin, rent of hall, . . . . .	30 00
J. G. Emerson, notifying of town meetings, &c., .	6 50
Elbridge Greene, labor in cemetery, . . . . .	12 00
George Newhall, collecting taxes, 1863, . . .	220 00
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	\$ 2,312 48

#### LAND AND DRAINAGE DAMAGES.

E. O. Phinney, . . . . .	\$ 36 83
Augustus Durant, . . . . .	39 00
J. M. Thresher, . . . . .	100 00
Wm. F. Poole, . . . . .	19 50
George C. Stantial, . . . . .	20 00
P. B. Holmes, . . . . .	20 80
George Emerson, . . . . .	66 30
J. H. Greene, . . . . .	65 00
J. H. Prescott, . . . . .	30 50
C. P. Gordon, . . . . .	15 00
Martin Ellis, . . . . .	30 00
B. S. Jones, . . . . .	19 50
Isaac Emerson, Estate, . . . . .	47 00
Amos P. Lynde, . . . . .	75 00
Dudley Chandler, . . . . .	50 00

A. L. Lovejoy, . . . . .	\$ 230 00
Wm. E. Fuller, . . . . .	100 00
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	\$ 964 43

## RECAPITULATION.

Contingent, . . . . .	\$ 2,312 48
Land and drainage damages, . . . . .	964 43
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	\$ 3,276 91

## MILITARY.

Aid to families, . . . . .	\$ 6,805 00
Massachusetts General Hospital, board of Henry Stone, . . . . .	50 00
N. Howard, undertaker, . . . . .	3 00
John H. Clark, services as Committee and recruit- ing, 1862 . . . . .	80 56
Balance in hands of distributing Committee, . . . . .	142 00
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	\$ 7,080 56

For all the disbursements for aid to families, amounting to \$6,805, the Committee, W. B. Burgess, furnishes no vouchers.

Mr. Burgess says he had vouchers ; but after making his returns to the State, thought them of no value, and destroyed them, and that he now has them from January 1, 1864.

The Chairman of Committee on recruiting, reports verbally, as follows :

To amount of cash received of Town Treasurer, . . . . .	\$ 3,000 00
By amount expended, . . . . .	\$ 2,666 00
“ cash in hands of Committee, . . . . .	334 00
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	\$ 3,000 00

## TOWN DEBT.

Mount Vernon Bank, . . . . .	\$ 25,000 00
Aaron Greene, . . . . .	500 00
Eli Upham, . . . . .	500 00
Benj. Boardman, . . . . .	100 00
Henry Bancroft, . . . . .	2,000 00
Timothy Fletcher, . . . . .	2,000 00
Sarah Larabee, . . . . .	500 00
Benj. Wilson, . . . . .	1,000 00
Dole & Phelps, . . . . .	2,300 00
Malden Savings Bank, . . . . .	9,500 00
Hananiah Temple, . . . . .	5,000 00
Blackstone Bank, . . . . .	1,500 00
J. M. Everett, . . . . .	4,000 00
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	\$ 53,900 00

## FINANCIAL STATEMENT.

	<i>Dr.</i>
Town debt, . . . . .	53,900 00
	<i>Cr.</i>
Cash in Treasury, . . . . .	\$ 1,556 82
“ “ hands of Military Committee, . . . . .	142 00
“ “ “ Recruiting “ . . . . .	334 00
Taxes uncollected, . . . . .	3,120 53
Due from State, (per statement of Military Committee, W. B. Burgess,) . . . . .	7,351 00
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	12,504 35
Excess of debt, . . . . .	<hr/>
	\$ 41,395 65

*Pay on 158*  
*Black 1 35*  
*3 33*  
*400 votes*  
*333*  
*67 above*



# APPROPRIATIONS AND EXPENDITURES.

	Appropriations.	Expenditures.
Schools, . . . . .	\$ 4,500 00	\$ 4,142 76
Poor, . . . . .	2,000 00	2,020 28
Highway and sidewalks, . . . . .	1,500 00	1,745 59
Interest, . . . . .	3,500 00	3,573 29
Contingent, . . . . .	2,500 00	3,276 91
Fire department, . . . . .	125 00	65 50
Town debt, . . . . .	5,000 00	15,160 00
Military, . . . . .	.....	6,838 56
State tax, . . . . .	.....	9,364 00
Malden Bridge, . . . . .	.....	43 75
Recruiting, . . . . .	.....	2,666 00
	<hr/>	<hr/>
	\$ 19,125 00	\$ 48,896 64

JOHN R. NORTON,  
 D. W. WILCOX,  
 STEPHEN SHELTON, } *Auditors.*

## LIQUOR AGENT'S REPORT.

*The TOWN OF MELROSE in account with S. SEVERY, Liquor Agent.*

### *Dr.*

Cash paid for liquor and teaming the same, at various times, from March 1, 1863, to March 1, 1864, as per bills, . . . . .	\$ 281 65
For services as Liquor Agent, from March 1, 1863, to March 1, 1864, at \$6.25 per month, . . . . .	75 00
Cash paid for liquor delivered by order of the Overseers of Poor, . . . . .	8 71
	<hr/> \$ 365 36

### *Cr.*

By amount of sales of liquor from March 1, 1863, to March 1, 1864, . . . . .	337 60
Balance due, . . . . .	<hr/> \$ 27 76

The pecuniary relation of the Liquor Agency to the Town Treasury is as follows :

### PROFIT AND LOSS ACCOUNT.

#### *Dr.*

Paid for liquor and teaming, . . . . .	\$ 290 36
Agent's salary, . . . . .	75 00
	<hr/> \$ 365 36

#### *Cr.*

Cash received for sale of liquor, . . . . .	\$ 337 60
Stock on hand, . . . . .	10 31
Agent's salary over profits, . . . . .	17 45
	<hr/> \$ 365 36





# REPORT

OF THE

## SCHOOL COMMITTEE

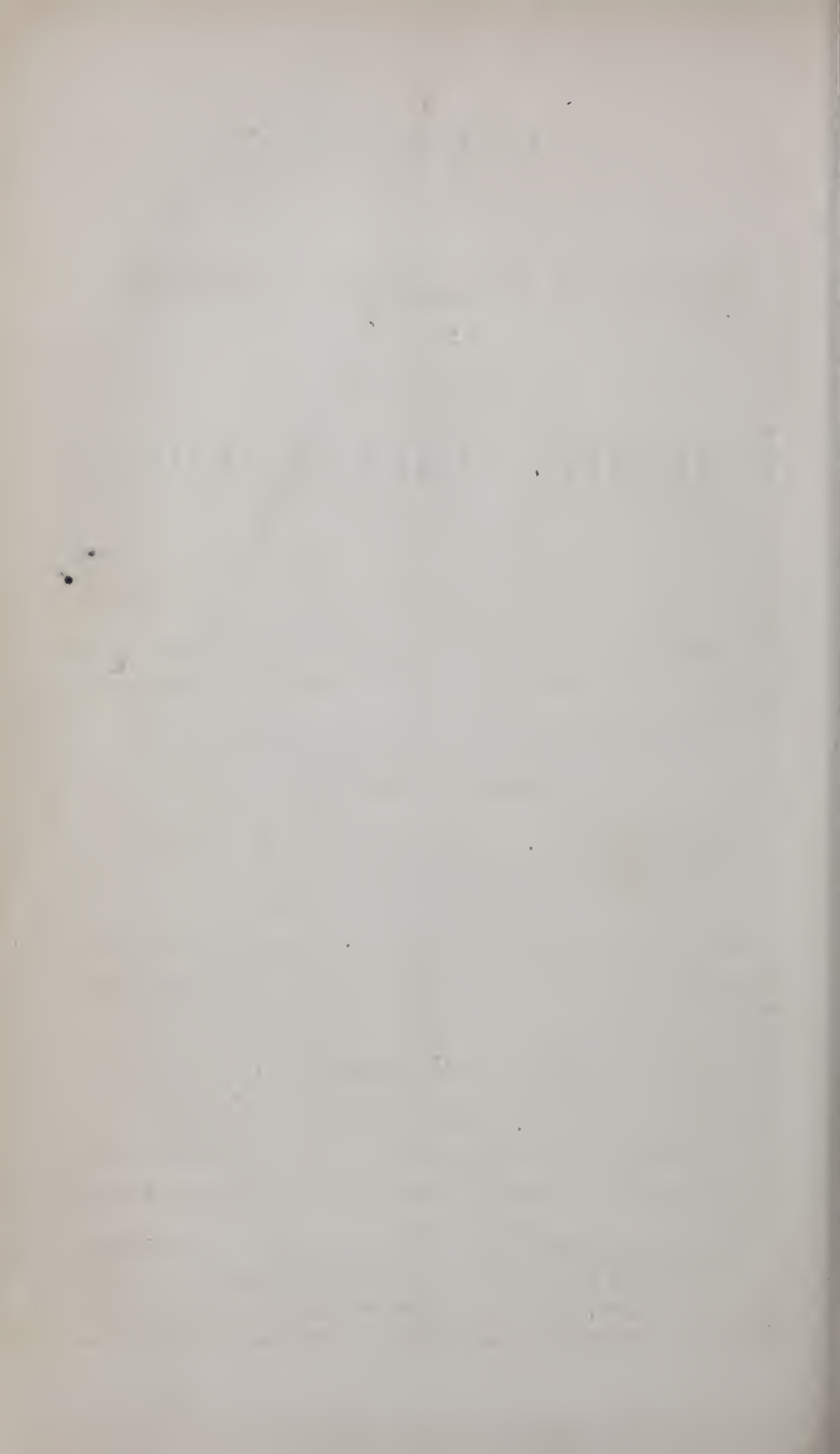
OF THE

## TOWN OF MELROSE.

1863-4.

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BOSTON:  
PRENTISS & DELAND, PRINTERS,  
No. 40, CONGRESS STREET,  
1864.



## REPORT OF THE SCHOOL COMMITTEE.

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IN accordance with the requirements of law, the School Committee present their Annual Report. Apart from this compulsion, the apathy of parents, so far as personal inspection of the schools is concerned, renders such a report necessary, that the condition and wants of the schools may be known, and the principles and value of modern education be understood and appreciated. The demand for suitable appropriations needs, also, a public sentiment able and willing to discriminate between really valuable schools and those comparatively worthless.

### PRIMARY SCHOOLS.

Centre Primary,	Miss Sarah E. Pratt,	<i>Teacher.</i>
Lynde Street Primary,	Miss M. M. Gilman,	"
Vinton " "	Miss G. F. Treadwell,	"

We begin with the Primary Schools, as the education of children commences in this department, and the highest honors belong to the successful teachers. The idea is fast fading away that any one can take charge of these schools. Nowhere is greater experience in the art of management needed; for mere intellectual ability can do but little in making beginners yield easily to restraint, civility, and politeness, and acquire a lasting taste for reading and study. No schools depend so much upon the personal character of the teacher, or need so much of that tact and gentleness which seem rather an inheritance than an acquirement.

The great want of these schools is employment for the lower classes; a want which not only causes a waste of time, but leads to the formation of idle, listless habits, and to a dislike of school and its necessary restraints. Consisting of many classes, one only can have the direct

attention of the teacher. The others must do the best they can ; the youngest, after reciting a short lesson, learning and doing comparatively nothing the remainder of the session. Doubtless more than one-half of the time is worse than lost in gaining the simple elements of the language.

With our scattered population and present school organization, a complete remedy for the evil is impossible. In most of the schools two minutes is the average time that can be allowed each pupil during the working hours of the session. Twelve minutes only can be given to each of the ten recitations, if they follow each other rapidly. When we wonder at the slow progress of pupils, we should remember the disadvantages under which our schools labor, the limited time allowed to each scholar, and the lack of constant occupation suited to the years and capacity of our youngest children. We shall show, in a subsequent article, some of the advantages resulting from more perfect grading of schools. The following table gives the number of pupils in each school, the average age of each class, and the average percentage of attendance : —

	Centre Primary.	Lynde St.	Vinton St.
Average number of Pupils, . .	54	56	52
Number of Classes, . . . .	5	4	5
Average age of 1st class, . .	9	10	8.6
“ “ “ 2 “ . . . .	8.3	8	7.9
“ “ “ 3 “ . . . .	7	6.5	7.25
“ “ “ 4 “ . . . .	6.	5.5	6.25
“ “ “ 5 “ . . . .	5.5		5.5
Average per cent. of attendance,	.78	.83	.86

To lessen, as much as possible, the number of classes, the committee have fixed the admission to these schools at five years of age, and required alphabet scholars to enter at the beginning of a term. The law of the Commonwealth declares that, “all children, between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being ;” yet, even the age of five years seems too early to confine children in close, overheated, or ill-ventilated school-rooms. Investigation has developed the fact that scholars admitted at six years of age make greater future progress than those who enter school a year or two earlier.

Even as our primary schools are at present constituted, we should like to witness more oral instruction, more lessons of the object character. The chief reliance is upon the teacher, text-books being but of

little value to beginners. An increased use of slates, drawing upon the blackboard, using colored crayons, assigned as recreations, not as tasks, would furnish employment, develop a taste for writing and sketching, and lead to useful results. The human mind is so constituted that it receives pleasure from conscious growth, and a thirst for knowledge can be created by pleasing and attractive methods of imparting instruction.

It is the appropriate work of primary teachers to give the best possible culture to the eye, the ear, the hand, and the voice. When different combination of letters are readily recognized, the elementary sounds of words understood, word-printing made a pastime, and the pupil capable of reading fluently and with correct intonation, then, and not till then, should other studies be taken up. The great error of the teacher is advancing pupils rapidly at the expense of thoroughness. There is no more painful sight than that of pupils reading lessons beyond their ability to pronounce, or their capacity to understand.

### INTERMEDIATE SCHOOLS.

Vinton Street School,	Jennie L. Crie,	<i>Teacher.</i>
Lynde " "	M. E. Putnam,	"

Under our present organization, the two schools, styled "Intermediate," rank next to the Primary. They have been graded so as to contain but three classes each. The intention is to have these schools receive one class yearly from the lower department, to replace the class which graduates at the same time into the Grammar School. The qualifications for admission, as well as the course of study, are to be defined more definitely as experience suggests the proper limits.

	Vinton Street.	Lynde Street.
Average number of scholars, ...	54	51
Average attendance, .....	.88	.82
Number of classes, .....	3	3
Average age of 1st class, .....	11.75	12.5
" " " 2d " .....	9.66	10.5
" " " 3d " .....	9.33	9.7

The relative ages of the pupils, as noted above, vary in the two districts. From this cause, perhaps, the two schools vary in capacity and comparative excellence. The systematizing of the schools will soon produce more of equality both in this and the Primary Department.



## GRAMMAR SCHOOL.

KATE E. COBURN, *Teacher.*

Average number of Pupils, .....	61
Per cent. of attendance, .....	89
Average age of 1st class, .....	13 years.
Average age of 2d class, .....	12 years.

This school, ranking above the Intermediate, has been organized in accordance with the recommendation of last year's Report, that a central grammar school be established of a higher grade than those then existing. During the spring and summer terms it occupied the upper room of the Green Street building, but has since been removed to the more central position of the High School.

Averaging during the year more than sixty pupils, it has had but two classes, and, without any extra expense to the town, is accomplishing all that could reasonably be expected. After a more thorough training than was possible under the old plan, the first class graduates into the High School, qualified to work together during the subsequent course of three years.

## HIGH SCHOOL.

MR. EDWARD PARKER, JUN., *Principal.*MISS A. B. LORD, *Assistant.*

Average number of Pupils, .....	56
Per cent. of attendance, .....	91

It has been said that as Melrose has not the number of families required by statute, we are not compelled to maintain a High School. The true basis of such a school is not the requirement of the statute, but the esteem and appreciation of the community. It is of very little consequence whether we have 499 or 500 families, compared with the importance of giving our children the best possible education. The object of the lower grades of schools should not be to educate pupils to a certain point and there leave them, but to create a taste for further acquisition, and hold out preferment as the reward of diligent study and correct deportment.

The pecuniary interest of our town demands that the reputation of our schools and the degree of education should compare favorably with others. One of the first questions asked by those seeking a location is concerning the character of the public schools and the nature of the



accommodations. The attraction of the best class of citizens, the necessity of advancing with the times, the importance of giving our youth the power of knowledge, all demand the support of a school worthy of the name of High. The surest indication of a prosperous and flourishing community is the liberality of its appropriation to sustain a system of free and generous culture.

The only rational way of putting a High School on a sure foundation is to adhere to the laws of gradation, and make admission depend upon qualification. Properly prepared to enter, pupils can then labor profitably together, and a course of study be defined. The influence of the school will extend to the lower departments, and even the alphabet scholar will have his ambition excited, and his progress accelerated. As all the schools are elevated, the period of school-life will be shortened, and the graduate of 14 years will possess as much knowledge as his predecessors of 16 and 18.

With but two exceptions the entire first class of the Grammar Department graduated into the High School in August last. The two failures warned others that labor was necessary, and that preferment was henceforth to reward only the meritorious. This promotion from the Primary to the Intermediate, from the Intermediate to the Grammar, and from the Grammar to the High, based upon qualifications, we regard as necessary and useful in stimulating the indolent and arousing the ambition of the indifferent. It has been too long the custom to send to the High School the large and unruly, without regard to capacity. Common justice requires that those who do best and are capable of working together should receive the first place.

The course of study was fixed at the commencement of the year as follows:—

Class 3. Arithmetic, Grammar, History of U. S., Algebra, Reading, Writing, Declamation, and Composition.

Class 2. Algebra, Rhetoric or Latin, Physical Geography, Geometry, Physiology, Book-keeping, Composition, and Declamation.

Class 1. Geometry, French or Latin, Botany, Nat. Philosophy, Plane Trigonometry, Astronomy, Int. Philosophy, Moral Philosophy, Eng. Literature, Composition, and Declamation.

The list has been somewhat modified, and some studies made optional with those pupils who are intended for a collegiate course. Under our present arrangement, pupils enter as well qualified as in the city, and we know no reason why our course should not correspond more nearly to that of the Boston High School, which we append for the information of those interested.

Class 3. 1. Review of preparatory studies. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

Class 2. 1. Sherwin's Algebra. 2. French Language. 3. Drawing. 4. Geometry. 5. Book-keeping. 6. Blair's Rhetoric. 7. Constitution of the U. S. 8. Trigonometry with its application to surveying, Navigation, Mensuration, Astronomical calculations, etc. 9. Paley's Evidences of Christianity — Monday morning lesson.

Class 1. 1. Trigonometry continued. 2. Paley's Evidences, as before. 3. Drawing. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on Eng. Literature. 10. French continued. Spanish being commenced by such pupils as have acquired a competent knowledge of the French.

Each and every class has exercises in Penmanship, Composition, and Declamation and all necessary instruction in spelling, reading, and English Grammar.

For the first time in the history of Melrose, we shall have at the close of the school-year, August next, pupils graduate from this school, directly into college. Others are preparing, and as experience suggests still farther improvements, our High School will stand among the first, and outside aid will be unnecessary for a complete academical education. This fact alone shows the importance of this department of our public schools, and testifies to the ability of the principal and his assistant.

At the last annual examination, printed notices were sent to parents, stating the order of exercises, and the studies to be reviewed, each of the three days. At the close of the examination, a public exhibition was given in Lyceum Hall. The object of the whole was to call attention to the school. Medals were bestowed upon

Alice R. Barber,

Mary E. Fuller,

Betsy Maria Converse,

Ruth Marshall,

the four Misses who constituted the graduating class. Classical dictionaries were presented to

Charles M. Brooks,

William C. Poland,

to assist them in the prosecution of their studies and as a testimony to their fidelity and scholarship. Books were also awarded

J. Edward Caswell,

Julia Wood,

Louise Shelton,

Florence Cowdrey,

as those pupils who had excelled in their respective classes. We believe the effect of general and impartial rewards to be beneficial, and have

reason to know that this public distinction of meritorious scholars stimulated many of the graduating class of the Grammar School. The town was subjected to no extra expense, the medals and books being furnished by the committee.

During the year, a convenient recitation-room has been built for this school, and endeavors made to adapt the building to the wants of the town. Further improvements are necessary, such as separate entrances to the schools for the two sexes, increase of apparatus, etc. When the importance of this school is realized, parents will readily vote such appropriation as shall make the building compare somewhat with the churches erected for their own accommodation.

### MIXED SCHOOLS.

Highland School, Miss M. L. Charles, *Teacher*.

Green Street " Annie M. Skinner, "

Upham " " Lizzie A. Chase, "

These three schools, from the necessity of the case, are a combination of primary, intermediate, and grammar. They, therefore, labor under disadvantages, and the scholars as a whole do not progress as rapidly as those of our schools better graded. We have endeavored to provide for all the advanced scholars who desire to attend the Grammar School. In time these three will be simply local primary schools.

	Highland St. School.	Green Street. School.	Upham St. School.
Average number of scholars,.....	37	56	42
Per cent. of attendance,.....	.81	.88	.81
Number of classes, .....	5	5	5
Average age of 1st class,.....	12.5	10.5	12
" " " 2d " .....	10.5	9.3	10
" " " 3d " .....	8.7	8	9
" " " 4th " .....	7.7	10	7
" " " 5th " .....	5.6	6	6

### SCHOOL STUDIES.

Differences of opinion exist, even among the friends of education, as to the studies to be pursued in our public schools. It seems to us that the true test of a study is its tendency to sharpen and strengthen the mind, and give the pupil a higher position as an intellectual and moral being. We should guard against the dangerous conclusion that nothing is valuable which has not a close connection with the duties or comforts of life. The request to excuse a child from a certain recitation, because he will not need the information given, in the business department he intends to occupy, is saying that men in such depart-

ments should know nothing outside of their immediate and positive wants. No one would go to a gymnasium merely to exercise those muscles used in his daily employment. We think all will concede the necessity of a general development of the faculties, so that the scholar shall not only "get a living," but "live well."

What is the use of this study? has been asked more than once the past year. In reply, we can say that if Botany, for instance, has no immediate practical value, any study which calls attention to nice differences, any study which excites the powers of observation, which leads to the contemplation of the works of God, and plants an idea where one did not exist before, is as valuable, to say the least, as a knowledge of interest-tables, or the position of some commercial port.

In several instances, we have insisted upon pupils learning the prescribed studies. The formation of classes requires uniform recitations, and the course of study is based upon the average ability of the class. If parents and scholars were to dictate what should be taught, and what omitted, school organization would be ended. If parents desire, pupils may remain a reasonable time in lower classes; but, if advanced, they should perform the same labor as their associates. This necessity is based, of course, upon the supposition that there is no other excuse than dislike of labor or particular studies. We may add that some of the studies are not optional with the Committee, but are required by law.

With regard to the studies now taught, we are pleased with the apparent desire of teachers to insist upon thoroughness, rather than upon superficial progress. More attention has been given to *spelling* and defining the meaning of words. *Reading* has improved, although we frequently find scholars reading lessons beyond their ability to understand. In *arithmetic* we have noticed that scholars, apparently well-trained in mental exercises, seem to lose, rather than gain, as they pass into the written department. They seem to be shackled by the rules and solutions, and dependent upon the words of the book. The understanding of principles is of more importance than the memorizing of rules. Advanced pupils should be able to tell the number of cords in a given pile of wood, or compute the interest upon a business-note. We trust the arithmetic lately introduced will remedy some of the defects noticed, by causing pupils to depend upon themselves rather than upon printed answers.

In *geography*, there should be a more frequent use of the globe, and a better understanding of the differences between latitude and longi-



tude, and the relative position of leading cities and countries. Still greater attention should be paid to map-drawing, and to the tracing of States and Continents from memory. *Grammar* should be taught more by written lessons and compositions, the meaning of words, their proper use, and the method of combining them into sentences being frequently illustrated upon the blackboard. Improvement has been made in *penmanship*, although pupils are still, in some of the schools, allowed too much license in the position of the body, the holding of the pen, and the imitation of the copy.

### MORAL EDUCATION.

The statute makes it the duty of teachers to impress upon the minds of children and youth "the principles of piety and justice, and a sacred regard to truth, sobriety, industry, and frugality, chastity, moderation, and temperance." The simple reading of Scriptures does but little to accomplish this. Dispensing with all doctrinal teaching, which is improper and illegal, our children should be trained, in each and every department of our schools, to have a proper sense of their moral obligations.

They should be required to be prompt and punctual in attendance, correct in deportment, truthful in answers, kind and forbearing toward each other. Examples of justice and injustice, benevolence and hatred, charity and selfishness, should be presented to them intelligibly for their imitation or avoidance. Acts essentially wrong should not be treated merely as violations of rules established for convenience and decorum, but the moral nature of the child should be aroused by the conviction that all actions are subject to the inspection of a higher power.

The plan of making children reporters of their own misdeeds should be carefully considered. Our opinion, founded upon even a casual observation, is, that the system is bad. Punishment is easily escaped by falsehood, and with younger pupils the tendency to such is inevitable. Unless coupled with a high sense of honor, hardly to be expected in the lower departments, teachers had better depend upon their own observation. We need scarcely add that every promise of the teacher should be sacredly kept.

## DISCIPLINE OF SCHOOLS.

The school is a government of which the teacher is the head. Like all governments, it is to be administered and maintained by mild means ; but, if necessary, teachers must use all the powers intrusted to them. In the absence of home-discipline, many a child has been blessed by the firm, unyielding, yet loving and uniform, authority of the school.

While proper discipline tends to make good citizens, it lies at the foundation of all successful teaching. By proper discipline we mean neither brutality nor undue severity. Corporal punishment has been forbidden, except in cases where it seemed absolutely necessary. No pupil could be exempted from the possibility of its infliction, for such partiality would be destructive of all discipline. Every scholar should feel the supremacy of law alike. Apart from the importance of first impressions, committees and teachers have the right to insist upon good order, gentle manners, chaste language, and pure morals. Disregard of these requirements must be punished with severity, if necessary.

It is sometimes better to err in sustaining teachers who may, possibly, have abused the discretionary powers intrusted to them than to listen to causeless fault-finding, and condemn without knowledge of facts. All rules are made for the highest good of the pupil, and where there is a disposition to sympathize and coöperate with the teacher, we shall have fewer expressions of dissatisfaction, and less of conduct calculated to place the scholar in antagonism to the school. The law has decided that in the school-room the teacher has the absolute authority of the parent, an authority which extends even to the coming to and going from the building. The teacher is the one to be obeyed during study-hours, and not the parent. Yet, with all this power, the best discipline is secured at home, and the best teacher is one who has the least occasion to appeal to physical force.

## PHYSICAL EXERCISES.

No lengthy argument is needed to prove the necessity of physical exercise. Body and mind should be equally developed. Strong limbs, broad shoulders, deep chests, are as important as active and cultivated minds, — not only needed for health, but for dexterity, symmetry of form, comeliness of gait and deportment. In the primary schools, we have

exercises not only useful in quickening respiration and circulation, but pleasing and attractive.

We need in all the advanced departments exercises adapted to both sexes, in which all shall join regularly, and devised to secure the healthy development of all the muscles. The violent, irregular sports of youth do not accomplish this, and are not shared by many of the pupils. Nothing elaborate or severe is recommended, but the adoption of some such system as that of Dr. Lewis, of Boston. If our teachers would give the subject attention, we prophesy improvement in many whose pale faces and bent forms testify to the necessity of physical training. No time would be lost pursuing such exercises, for the additional vigor given to the mind would atone for the few moments thus employed.

### GRADED SCHOOLS.

It has been the desire of the Committee to place pupils according to their qualifications. In the report of the several departments, we have shown that perfect gradation has not been secured.

Division of labor is the great secret of success in all our large manufacturing establishments. It is self-evident that the same division of labor in schools not only enables a teacher to have a larger number of scholars, but more time to devote to each pupil. Bring those together who are capable of making equal progress, and you not only elevate the school, but shorten the period of school labor.

The greatest educational reform of the past ten years has been the systematic grading of schools, in some places as many as sixteen grades having been formed for pupils between five and eight years of age. The Boston plan, which is as near perfection as possible, is as follows: In a building of six rooms, each room contains a class of from fifty to sixty scholars. Every six months the first class, in the primary department, is sent to the grammar school, and each of the five classes is promoted one grade. Recitations are frequent but short; and each pupil has not only the benefit of individual instruction, but of all the general exercises. The youngest pupils, whose attention cannot be fixed for many consecutive minutes, pass from recitation to study, from study to singing, amusement, or physical exercise. Thus varied during the session, the whole time is profitably employed. The same system is pursued in the grammar schools, one male teacher superintending 500 pupils, teachers becoming experts in their special duties, and scholars making the most rapid progress.



A large central school-house would enable us to adopt some of the features of this perfect grading of pupils. The attendance of the Grammar and High Schools is proof positive that distance is no objection when parents are satisfied of the benefit to be gained.

## CHANGES IN SCHOOL ORGANIZATION.

Our scattered population does not permit all the improvements adopted in Boston schools. Still the Committee believed some changes could be profitably made in the school organization. At the commencement of the Spring term it had been usual to promote from the Primary into the Grammar, and from the Grammar into the High School, such members as were necessary to make room for new applicants. The examinations were frequently superficial, the qualifications poorly-defined, and the natural consequence the gathering together of a force requiring much training for what should constitute its first work.

Instead of beginning the school year in March, the time was postponed to August, a season of the year more suitable for public examinations and exhibitions, corresponding to Boston schools, and allowing graduates to pass from the High School directly into college. To relieve the Vinton and Lynde Street Grammar Schools, the two advanced classes were sent to Green Street, the school-house in that location furnishing the only accommodation within reach. The new school of sixty-six pupils thus formed comprised but two classes, and was the first successful attempt to simplify, to the fullest extent, the labors of the teacher.

The six months were profitably employed in fitting the first class for the High School, and, with the exceptions stated, the entire class graduated in August, better qualified for its position than any class which had preceded it. At the commencement of the fall term all the properly qualified pupils in town passed into the Grammar School to constitute its second class. The primary schools were relieved, the two schools called intermediate have but three classes each, and as much has been done toward perfect gradation as our present circumstances allow.

The High and Grammar Schools have been brought together in the same building, to average distance of travel as much as possible, and bring the pupils under the supervision of the same principal, both as regards studies and discipline. The benefits of the change will be visible even to a transient visitor.

Monthly reports of scholarship, relative standing in class and deportment, have been introduced in all the schools but the lowest grades. It needs only such action on the part of parents as the welfare of their children will dictate, to make these reports highly beneficial. They should be compared from time to time, and the progress of the pupil noted. There should be an attempt to lessen the number of absences, and marks of tardiness, that our town may take a proper rank among others of the State.

### SCHOOL ATTENDANCE.

We find the position of Melrose, as regards percentage of school attendance and relative standing among the towns and cities of the Commonwealth, for the past eight years, to be as follows : —

Date.	No. between 5 and 15 years of age.	Average school attendance.	Per cent.	Relative rank in State.	Relative rank in County.
1856-7 .....	456	336	73.68	147	30
1857-8 .....	491	357	72.71	212	41
1858-9 .....	436	369	84.75	61	15
1859-60 .....	492	356	72.36	217	46
1860-1 .....	517	361	69.92	239	49
1861-2 .....	475	375	79.05	165	38
1862-3 .....	523	406	77.62		
1863-4 .....	566	437	77.21		

As the Report of the last two years is made up merely from our own records, we cannot give the relative standing of our town. Of the 297 cities and towns of the State, and the 51 of the county, we have failed to occupy even a medium position with but two exceptions. One of these (1858-9) is evidently owing to an error in the returns of the number of children. Indeed it is difficult to reconcile the list of returns with the evident growth of the town, and the steady increase in the number of pupils. There seems to be a demand for accuracy on the part of assessors who are required by law to report the number of children in town to the School Committee. The school registers are probably correctly kept, although the method demanded by the State is not just.

It will be noticed that there has been of late a satisfactory increase in the percentage of attendance, and the school registers show the number of pupils to be nearly equal to the number of children in

town between five and fifteen years of age. In 1862-3 the average number belonging to the schools was 508, or 97.11 per cent. We would remind tax-payers and parents that we are obliged to furnish school accommodations for the whole number belonging to the schools, and not simply for the average attendance, which in the year mentioned was only 406. The great difference in the average attendance, and whole number of scholars is, in part, owing to our primary schools being easily affected by storms, and the consequent low percentage of attendance in the fall and winter terms.

Whatever may have caused our low State rank, we believe fewer attend private schools than formerly, and parents generally realize that children can nowhere be so well and economically educated as in public schools. To raise these schools to their proper position, they must have the sympathy and support of every parent. This sympathy and support can be gained only by having parents identifying themselves with the schools, and having in them a personal interest. This interest will increase with the discovery that private schools can never compete with our public institutions of learning, in either social, moral, or political power. Position in a public school is the result of merit and necessary impartiality. In private academies, self-interest will frequently cause teachers to give false rank to the idle and ignorant.

If our schools have been defective in the past, in common with many others, it has been in consequence of the same want of system. It has been the custom to show teachers their rooms, appoint their textbooks, and leave the most important items of amount and character of work to the judgment and inclination of the employee. Pupils have been suffered to migrate from district to district, at will, and promoted when of age, without regard to merit. Studies have not been arranged to have all the various departments harmonize, and no fixed standard of qualifications has been devised to secure best and uniform results. Reforms are still needed, beginning with the learner of the alphabet, and continued through the school course.

### INCREASE OF SCHOOL ACCOMMODATIONS.

When the Committee were obliged, at the commencement of the Spring term, to send pupils from the Lynde and Vinton Street districts to Green Street, parents justly complained of the long distance their children were compelled to travel. Yet there was no other accommodation, nearer the centre of population. Rooms that were suggested

were partly underground, destitute of ventilation, unprovided with blackboards, out-buildings and used for purposes rendering permanent seats and desks impossible.

A town-meeting was called to see if any action would be taken towards increasing the number of school-houses. The town decided not to build. A change of owners of Lyceum Hall building enabled the Committee, subsequently, to have an unfinished room properly fitted as a school-room. The rent did not exceed the mere preparation of other rooms that had been offered. The Centre Primary School was transferred to the new room, and the High and Grammar Schools brought together in the same building. The arrangement was the best that could be made, and has not increased the number of teachers.

If we divide the average number (519) attending school during the year by the number of school-rooms in town, we have 52 scholars to each room. But our population is so distributed that we have in five (Lynde Street, Vinton Street, and Centre Primary) districts an average of sixty-three. Fifty is as many as any teacher should superintend, and an assistant is allowed by law when that number is exceeded. We had in the spring term nearly fifty pupils more than we could seat in the three buildings of the districts mentioned. Since that time new desks have been purchased for the Lynde Street Intermediate School, and the wants of the schools have been temporarily met.

The past as well as the present board of committee were unanimous in the opinion that a new central school-house was needed. They recommended the erection of a building adapted not only to the present but to the future wants of the town. A building capable of containing at least four schools, admitting of a better classification of pupils, and contributing, in its construction, not only to the intellectual but to the moral training of our children. When the subject is allowed to rest upon its merits, and not upon prejudice, we shall have such a building, creditable to the town, to the cause of education, and a source of income to every voter.

If the building in Green Street were removed nearer the centre of the town, it would furnish additional accommodation. All that that neighborhood needs is a primary school, the additions to our town being more in the central and Wyoming districts. The location and construction of several of the buildings seem to be neither adapted to the present nor future wants of the town, if we desire better grading of schools and the highest good of the pupil.



## GENERAL REMARKS.

Appended to the Report will be found the general rules and regulations of the schools. They are compiled from various sources ; and, from past experience, strict observance of them seems necessary by teachers, scholars, and parents. Especially should the rules be enforced requiring punctual attendance, regular sessions, and possession of school-books. Every scholar is a member of a class, his absence affecting his own progress or that of his associates. Systematic tardiness or dismissal creates uneasiness, and is contrary to the spirit of impartialism, which should govern public schools. Each pupil should perform all the duties of his position. Teachers should adhere strictly to the regulations, *and never plead ignorance of their requirements.*

Separate comparisons of the several schools have been omitted, for the reason that it is difficult to judge them all by any one standard, and not always possible to state the cause of noticed defects. Where such exist, we prefer to remedy the evil without public comment. In general terms, we may say that the schools are in as satisfactory a condition as our present organization will permit, and teachers generally faithful and zealous.

Reminders are always useful, and it may be proper to call the attention of all our teachers to the fact that the true educator is something more than a mere hearer of recitations. In all our schools, we need more of that education which draws out and develops the intellect. To accomplish this, instructors must teach from their own minds, rather than from text-books, and be capable of imparting needful information in simple and intelligible language. Human nature should be studied, and the individual need of pupils met and supplied. Graduates from our schools should be thinkers, investigators, designers, and producers ; not mere imitators and receivers.

A more intimate acquaintance of teachers and parents would often lessen school-labor and prevent misunderstanding. The difference in attendance of schools of the same grade may sometimes be caused by the *visible* interest a teacher takes in her scholars. When difficulties occur, a personal visit of the teacher to the home may not only correct false impressions and allay opposition, but secure coöperation.

In conclusion, writing, perhaps, from an ideal stand-point, we believe teachers can do much toward reclaiming the erring and overcoming the difficulties of home education. Refined manners, winning tones, and an earnest spirit will often sway the rudest and most unmannerly. Prevention of offence is always better than punishment, and the cultivation of

the better feelings more pleasant and beneficial than the subjection of passions aroused by coercive measures. The influence of the teacher should reach far into the future, moulding and fashioning the life for good, long after the school-days are over.

## FINANCES.

Desiring to distribute the School Reports at the close of the winter term, we are unable to render an *exact* account of the expenditures. The item "estimated expense" will, probably, more than cover any unpaid bills.

### *Receipts.*

Received from State School Fund, . . . . .	\$107.22
Town Appropriation, . . . . .	4,500.00
Balance unexpended last year, . . . . .	347.72
	<hr/>
	\$4,954.94

### *Expenditures.*

Teachers' Salaries, . . . . .	\$3,015.00
Fuel, . . . . .	253.75
Care of Rooms, . . . . .	275.00
Addition to High School, . . . . .	350.00
Additional Desks for Schools, . . . . .	129.74
Superintendence of Schools, . . . . .	111.00
Incidental Expenses, . . . . .	415.38
Estimated Expense, . . . . .	100.00
	<hr/>
	4,649.87
Balance . . . . .	<hr/>
	\$305.07

There is due the town a small amount, both from Stoneham and Saugus, for the education of children belonging to those towns.

CHARLES H. ISBURGH, }  
 GEORGE A. MANSFIELD, } *Committee.*

## AVERAGE NUMBER OF SCHOLARS, ETC.

	Vinton Street Primary.	Centre Primary.	Lynde Street Primary.	Vinton Street Inter- mediate.	Lynde Street Inter- mediate.	Highland School.	Green Street School.	Upham Street School.	Grammar School.	High School.
Average number of Scholars ..	52	54	56	54	51	37	56	42	61	56
Average Attendance.....	.86	.78	.83	.88	.82	.81	.88	.81	.89	.91
Number of Classes .....	5	5	4	3	3	5	5	5	2	3
Average Age of First Class ...	8.6	9	10	11.75	12.5	12.5	10.5	12	13	15.7
“ “ “ Second “ ...	7.9	8.3	8	9.66	10.5	10.5	10	10	12	14.8
“ “ “ Third “ ...	7.25	7	6.5	9.33	9.7	8.7	9.5	9		14.2
“ “ “ Fourth “ ...	6.25	6	5.5			7.7	7.3	7		
“ “ “ Fifth “ ...	5.5	5.5				5.6	6	6		



## SCHOOL REGULATIONS.

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1. THE School shall commence, from the first Monday in April to the first Monday in October, at 8 A. M., and 2 P. M.; the balance of the year at 9 A. M. and 2 P. M. The sessions shall be three hours each, except from the first Monday in November to the first Monday in February, when the afternoon sessions may, when necessary, close at 4½ o'clock. *Teachers have the privilege and right to detain pupils beyond the regular hours, either for purposes of discipline, or to make up deficiencies.*

2. Teachers are required to be in their school-rooms fifteen minutes before the opening of the school.

3. The opening Bible-exercises are to begin *promptly* at the hours specified.

4. Teachers, *themselves*, shall hear all recitations.

5. Teachers are not allowed to absent themselves from their Schools, or procure substitutes, without the consent of one of the Committee.

6. Teachers are required to report all damages to school property, that repairs may be made at the expense of parents or guardians.

\*7. "The several school-teachers shall faithfully keep the registers furnished to them, and make due return thereof to the School Committee, and no teacher shall be entitled to receive payment for services until the register, *properly filled up and completed*, shall be so returned."

8. Teachers may suspend pupils from School for gross violations of the Rules, and such pupils can be readmitted only by vote of the Committee.

9. Each pupil shall have a recess of at least ten minutes at every session. In stormy weather, pupils of the Primary Schools may devote a part of the time to indoor exercises. *Each sex shall have a separate recess.*

10. Pupils must attend School in the District in which they reside ; any exception requiring the unanimous vote of the Committee.

11. Pupils are required to furnish themselves with such text-books as are authorized by the Committee. In case of refusal or neglect, the books will be furnished by the Committee, and the Town Assessors be notified, that the value may be collected from the parent or guardian. Books furnished to indigent scholars shall be considered the property of the School, and be retained when the pupil is discharged.

12. Pupils shall not be dismissed before the close of the school (*Alphabet Classes excepted*), without a written request from the parent or guardian. Frequent and repeated requests can be disregarded, and the Committee be informed of the evil. Parents shall be *immediately* notified of absences or tardiness of pupils.

13. Pupils absent a term from the High or Grammar Schools, *or not present at the quarterly examinations*, shall be considered new pupils, liable to lose their connection with their class, and needing, on their return, a permit from the Committee.

14. *All* pupils require, before entering a school, a permit from the Committee, and must be at least five years of age. Alphabet scholars admitted only at the commencement of a term.

15. No text-books to be introduced without the approval of the Committee.

16. Instructors shall aim at such school discipline as should be exercised by a kind, judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures.



